



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

HEYWOOD PREP

INDEPENDENT SCHOOLS INSPECTORATE

Heywood Prep

Full Name of School	Heywood Prep
DfE Number	865/6023
EYFS Number	EY315076
Address	Heywood Prep The Priory Priory Street Corsham Wiltshire SN13 0AP
Telephone Number	01249 713379
Email Address	office@heywoodprep.com
Head	Mr Guy Barrett
Proprietor	Heywood Prep Limited
Age Range	2 to 11
Total Number of Pupils	167
Gender of Pupils	Mixed (84 boys; 83 girls)
Numbers by Age	0-2 (EYFS):26 5-11:96 3-5 (EYFS):45
Number of Day Pupils	Total: 167
Head of EYFS Setting	Mrs Rebecca Mitchell
EYFS Gender	Mixed
Inspection Dates	20 May 2014 to 23 May 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in June 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Diane Gardiner

Mr Huw Marshall

Miss Kaye Lovejoy

Mrs Yvonne Parry

Reporting Inspector

Team Inspector (Head, IAPS School)

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Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Heywood Prep is a non-selective day school for boys and girls aged from two to eleven. Set in a two-acre site near the centre of Corsham, Wiltshire, it is housed in a Georgian manor house with the early years section in the town's former fire station on the same site. The school opened in 1940 and moved to the current site in 1953.
- 1.2 The school's aim is to provide a safe, happy environment in which children develop a love of learning and gain the confidence and capability to fulfil their potential.
- 1.3 Since the previous inspection in 2008, the school has joined the family-run Wishford Schools Group. The chairman of the group is supported in the management of the school by the Wishford Schools advisory board, which comprises five experienced serving and former independent school heads. A new headmaster was appointed in July 2012 and since then the curriculum has been broadened to include a wider range of extra-curricular opportunities and a greater degree of specialist teaching. Since 2012 there has been a programme of investment made in the modernisation of facilities and resources across the age range.
- 1.4 At the time of the inspection 167 pupils were on roll, of whom 71 children were in the EYFS. There were 34 pupils in Years 1 and 2, together with 62 in Years 3 to 6. There is a broad spread of ability within the school but the overall ability of the pupils is just above the national average. The majority of pupils come from families whose parents work in the professions or in business and live within a radius of ten miles of the school. They are drawn from a largely white British background, which reflects the local area. Most pupils go on to a range of selective independent day schools at the end of Year 6, or transfer to local maintained senior schools.
- 1.5 Twenty-one pupils have been identified by the school as having special educational needs and/or disability (SEND), all of whom receive support. There were four pupils with English as an additional language (EAL) and no children with a statement of special educational needs on roll at the time of the inspection.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Heywood Prep is a welcoming, friendly and open community, which successfully meets its aims. As a result of feeling safe and well looked after, pupils thrive and challenge themselves to reach their full potential. Pupils across the school, including those in the Early Years Foundation Stage (EYFS), attain high standards and make excellent progress in their learning. Their strengths and areas for development are quickly identified and support put into place to ensure that achievement for pupils of most abilities, including those with SEND, is excellent. Pupils with particular gifts and talents are well supported to develop their skills and provision for the most able is in the early stages of development. Throughout the school teaching is of high quality, presented by highly enthusiastic, knowledgeable and flexible staff. The pupils enjoy, and are well motivated by, the well-planned, broad and creative curriculum and all the opportunities it offers for extra-curricular activities. Pupils have extremely positive attitudes to their learning, openly share their knowledge with each other and develop strong skills for the future.
- 2.2 Pupils' personal development is excellent; they are extremely happy and show strong mutual respect for each other and their teachers. They have a strong knowledge of the world around them and display a sense of responsibility for their environment. They understand the difference between right and wrong and support others when they need help. Pupils of all ages are eager to play a part in the running of their school through the elected school council and take an active part in helping to raise money for the school's charities and for others less fortunate than themselves. Relationships within the school are excellent, ensuring that every pupil feels secure to take risks with their learning and try out new skills. The arrangements for welfare, health and safety and child protection across the age range are excellent.
- 2.3 Governance is excellent. The proprietor provides a high level of support and challenge for improvement across all phases of the school. Prudent investment in accommodation, recruitment of high-quality staff and improvements in resourcing has enabled provision of a high quality of education. Excellent leadership and management provide a strong ethos of mutual support and high expectation, which gives clear direction for the future. This meets the recommendation from the previous inspection. Effective procedures for monitoring and evaluation are now in place ensuring that strengths and areas for development can be quickly identified and addressed. The school development plan is well focused, realistic and identifies the need to provide more specialist teaching within the school. With the rapid pace of change and expansion in the school over the past two years, the structure and size of the senior leadership team is now under review. Parents are overwhelmingly positive regarding everything that the school offers their children and are universally supportive of the school and the opportunities it offers.

2.(b) Action points**(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Ensure consistency in provision for the higher achieving and particularly gifted and talented pupils.
 2. Develop the structure of the senior leadership team to allow appropriate time for monitoring and supporting the continued growth of the school.
 3. Develop staff supervision to provide regular formal opportunities for all EYFS staff to meet with managers.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils achieve at a high level across the curriculum, reflecting the school's aim to provide every pupil with the opportunity, confidence and support to achieve amazing things.
- 3.3 Pupils apply their understanding of mathematical concepts well and demonstrate good thinking skills, for example when investigating biomes in science. Pupils develop excellent speaking and listening skills and use them effectively to express their views when taking part in school council sessions or in performances in assemblies and drama productions. Extended writing is well developed and pupils explore a wide range of written styles and genres, developing excellent skills for re-drafting. Pupils' information and communication technology (ICT) skills are exceptionally well developed. This includes the use of a 3-D printer, which provides pupils with options to design and make a range of items and sculptures.
- 3.4 In art, pupils work well individually and in groups to create large-scale collages such as a Chinese dragon and flowers using tie-dye and printing. A wide range of material and techniques is used to develop their skills, resulting in excellent results in local art competitions. Pupils' dramatic and musical skills are well developed through regular opportunities for everyone to be involved in whole-school plays and assemblies and through opportunities to perform in local and national events, including a forthcoming concert at the O2 in London. A group of LAMDA (London Academy of Music and Dramatic Art) candidates from the school all passed their examination with distinction.
- 3.5 In personal, social and health education (PSHE) pupils enthusiastically explore different concepts such as the effects of stress on well-being. Pupils' physical skills develop well as they mature. As a result pupils achieve highly in a wide range of sporting competitions against other schools. Boys in Year 6 play at county level for rugby and cricket and girls have attended the ISA national swimming competition where they have set new national records. Pupils perform well in academic competitions such as Junior Maths Challenge and the national BBC 500 Words competition, in which one pupil reached the final and had his story read out on national radio.
- 3.6 Results in national tests for the years 2010 to 2012 were well above the national average for maintained primary schools. In 2013 national tests, all Year 6 pupils achieved level 5 in mathematics. Inspection evidence, including the scrutiny of pupils' work, lesson observation and results of standardised tests, and this level of attainment, show that pupils make excellent progress in relation to national age-related expectations. Most pupils gain places to highly-selective independent and maintained senior schools, a good number with scholarships or awards.
- 3.7 High-quality support for pupils with SEND enables them to progress rapidly as judged against their starting points, for example in reading, writing, mathematics and ICT. Talented players in sport are provided with time and support to develop their particular skills to their full potential with considerable success in a wide range of disciplines. Extension for the more academically able pupils is good in some

curriculum areas where pupils are challenged to take their learning forward at a rapid pace, but this is not always consistently applied.

- 3.8 Pupils show excellent attitudes to their learning throughout the school. Enthusiasm and strong levels of application and enjoyment are seen in most lessons and opportunities for independent thinking and reasoning are very well developed. Pupils work well individually and collaboratively and even the youngest children show a strong sense of mutual respect for the views of others.

3.(b) The contribution of curricular and extra-curricular provision

- 3.9 The contribution of the curricular and extra-curricular provision is good.
- 3.10 The school provides a broad curriculum that more than covers the requisite areas of learning and promotes a love of learning in accordance with the school aims. It is appropriate at all ages and for all abilities. It offers a suitably wide range of subjects, making a good contribution to pupils' achievements, and is enhanced by an excellent range of extra-curricular activities. Since the previous inspection a review of curricular provision has resulted in a better balance of time being dedicated across most areas, specifically to include more time for sport and ICT. However, insufficient time is devoted to science and French, particularly for the older pupils. The school has recognised the overall imbalance and is reviewing timetable allocations for the next academic year.
- 3.11 Planning is excellent. It provides for consistency in teaching across the age range with enrichment of pupils' knowledge, skills and understanding through a wide range of trips and visitors. Stimulating educational programmes, with well-planned lessons in which work is suitably differentiated to allow pupils to make high levels of progress, are planned by dedicated staff. Evidence of targeted differentiation was seen in many lessons.
- 3.12 Support for pupils with SEND is excellent. The process for identifying pupils with extra need is well structured and action is taken promptly to provide suitable levels of assistance. Appropriate adult support is put in place allowing them to be fully integrated into lessons, particularly in the core subjects. Provision for the most able is effective in many subjects but is not yet consistent or sufficiently challenging across the school. The curriculum is enriched through well-targeted visits, both locally and further afield, and through visitors coming into the school.
- 3.13 Provision for ICT is a particular strength of the school. It is used very successfully to support learning across the curriculum and pupils show high levels of confidence and application when using the resources available. Provision of a set of laptops available to use across the school has enhanced access to technology for use in independent research and for opportunities to record work in innovative ways such as through the production of e-books. Designated ICT lessons include the use of a 3-D printer, which encourages pupils to work at exceptionally high levels in design and technology.
- 3.14 The extra-curricular provision is excellent. Support for the wide range of clubs is high and in interviews pupils were appreciative of the type, quality and range of activities on offer. Many of the activities involve links with the local community and the head boy and girl represent the school on the local youth council. Pupils have enjoyed significant success across a range of extra-curricular activities including fencing, swimming, tag rugby and drama. A residential trip for Year 6 enhances

provision for pupils' personal and social development and prepares them well for the move to their senior schools.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is excellent.
- 3.16 Teaching is highly effective in promoting pupils' progress and supports the aims of the school. Lessons are well planned and are based on an understanding of individual pupils' needs. Teaching demonstrates good organisation and excellent use of praise and encouragement. Staff know their pupils well and plan to meet individual needs effectively.
- 3.17 Marking, at its best, gives guidance for improvement, provides for a genuine dialogue between teacher and pupil and comments on effort. However, expectations for presentation and marking are inconsistently applied across the school. The school has recognised this and already has a new policy in place ready to be implemented in the new school year. Lively displays throughout the school acknowledge pupils' effort and demonstrate their work extremely well.
- 3.18 Teachers manage their time efficiently and most lessons proceed at a brisk pace, successfully moving the lessons and learning forward. Staff have good subject knowledge and confidently use a wide array of teaching resources, including interactive whiteboards, tablet computers and other media, to enhance learning and engage the pupils' interest. Learning objectives are stated clearly and assessed at the end of lessons to encourage pupils to evaluate their own and other pupils' success. Independent research is encouraged and pupils relish opportunities to take responsibility for their own learning through tackling projects such as exploring life in South Africa and the dangers of smoking. Targets are set for individual pupils each half term and pupils find these helpful when trying to raise their level of attainment. Clear, open-ended questioning also successfully develops pupils' learning.
- 3.19 Pupils use a wide range of technologies confidently to support their learning in all subject areas. The library is also used as a valuable resource to enhance individual research and all pupils are familiar with its workings.
- 3.20 Across the school, teaching supports pupils with a range of learning needs, including those with SEND and EAL. Differentiated planning ensures that the needs of pupils are well met. Learning support assistants join classes and pupils benefit from individual or small group support providing clearly targeted tasks and activities. Through a range of standardised tests, pupils' attainment is regularly monitored and the information analysed to inform planning and aid the production of targeted plans of work for every pupil. Some good examples of extension work for the more able pupils are evident but provision for this is less consistently applied across all age ranges.
- 3.21 Within a clear ethos of mutual respect, pupils are keen participants in lessons and respond extremely well to the teachers' high expectations. Teachers are friendly and encouraging, making good use of humour when appropriate, and have a genuine passion for their subjects. Pupils feel safe to develop their ideas and speak their thoughts. A celebration assembly each week reinforces good learning habits and achievements. Parents are provided with regular feedback on their child's progress, effort and achievement through the half-termly target cards and detailed reporting.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school is successful in meeting its aims to provide a safe and happy environment and to prepare children for the next stage of their education. Excellent relationships are an outstanding feature of the school and the older pupils are aware of the need to look after each other and to help those younger. This contributes to the inclusive and caring atmosphere in the school. Pupils leave the school confident in their own abilities and well prepared for the next stage in their education.
- 4.3 The pupils' spiritual development is excellent. Pupils are confident and aware of their own strengths and areas for development. Through opportunities to lead and take part in concerts, dramatic productions, sports events, assemblies and competitions they develop a strong awareness for the needs and aspirations of others. Assemblies are an important part of school life and encourage pupils to value the non-material aspects of life and allow time for reflection, as was seen in an assembly discussing why it is important to develop self-esteem, self-confidence and self-knowledge.
- 4.4 Pupils develop excellent moral awareness and demonstrate a strong sense of right and wrong. Moral and ethical values are discussed in designated PSHE lessons as well as in assemblies and lessons. This was seen in a science lesson when the potential problems caused by the decrease in the bee population and subsequent lack of plant pollination were discussed. Pupils display a good understanding of the school's behaviour policy and code of conduct, which has been developed in conjunction with all age groups. They support its values and understand how it helps to create a happy community. In interviews pupils felt strongly that any behavioural issues are quickly dealt with by staff, resulting in positive outcomes. Pupils have strong opinions and a good understanding of the world, demonstrated through a discussion in history where living conditions for the poor in Victorian times were compared to living conditions in India today.
- 4.5 Pupils' social development is excellent. They are happy to accept responsibility and to display concern for one another. Pupils in Year 6 have a range of specific posts of responsibility. Older pupils are also happy to support those younger in developing the social skills necessary to play happily together. There is a school council, led by two Year 6 representatives, with two members elected from each class. The council is keen to support and raise funds for a charity each term. Charities supported recently include the Wiltshire Air Ambulance Service and the Samaritans Shoebox appeal. Pupils get involved in the issues affecting local children by taking part in the local youth council.
- 4.6 The cultural development of the pupils is excellent. They demonstrate a well-developed respect for cultures other than their own. A range of specialist learning experiences and visits from representatives of other faiths and nationalities give pupils the opportunity to make comparisons between their own and others' experience of the world. Their exploration of other faiths such as Buddhism and Sikhism ensure that they understand the beliefs and customs of others and are sensitive to them.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Great emphasis is placed on providing a safe and happy environment in accordance with the school aims. Pupils are confident, self-aware, and appreciate and respect each other and adults in the school community.
- 4.9 The relationship between staff and pupils is warm and caring. Pupils spoke highly of staff and in interviews expressed clear appreciation for the way that sanctions and rewards were administered. An effective behaviour policy and code of conduct, produced in conjunction with the pupils, provide strong guidance for all. In discussions about staying safe pupils felt that incidences of bullying were extremely rare, but if they occurred that they were all dealt with promptly and had satisfactory outcomes. They appreciated being able to talk to older pupils in Year 6 and felt comfortable to talk to any member of staff, including the head, if they were worried or had any concerns.
- 4.10 There is a defined strategy for dealing with any pupils who have different needs so that all members of staff are kept well informed. Senior members of staff monitor records of behaviour, share them with parents and carers and respond appropriately. Training in pastoral care development and e-safety is provided for staff and parents.
- 4.11 Pupils express their views and opinions through direct conversations with staff and via the school council, whose representatives are elected each term. Through a school council request, a buddy bench was recently put in the playground. Pupils feel that their views are listened to and valued by the entire school community.
- 4.12 Pupils enjoy school lunches. Recent improvements to the quality and range of food options available have ensured that pupils understand what healthy eating looks like and make good choices. Pupils have many opportunities to take regular exercise through physical education sessions, after-school clubs and break-time activities and develop the knowledge to question what constitutes a healthy lifestyle.
- 4.13 The school has a suitable three-year plan to improve educational access for pupils with SEND.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.14 The contribution of welfare, health and safety is excellent.
- 4.15 Throughout the school the well-being and happiness of pupils is central and safeguarding measures for securing this contribute strongly to the ethos of the entire school community. All staff receive appropriate training in child protection as part of the induction process and at suitable intervals. Those with particular responsibilities, including the proprietor, attend the required inter-agency training through the local authority. Well-developed relationships with local agencies provide secure awareness of the action to take in the event of a concern being identified by members of teaching and support staff. The school's child protection policy is fully compliant with recently updated guidance and the staff recruitment process is rigorous, with checks prior to appointment completed and recorded as required.
- 4.16 Health and safety processes are very well organised including carefully prepared risk assessments, which cover all aspects of school life. The health and safety

committee meet regularly to monitor the effectiveness of the school procedures and act upon any relevant issues. Concerns are reported quickly, recorded and action taken by the estate manager. Robust measures are in place to reduce the risk from fire and other hazards; regular drills are undertaken and records are well maintained. Appropriate provision is provided for sick and injured pupils and all staff are trained in first aid, an appropriate number at the higher level. All accidents are rigorously recorded, shared with parents and monitored for signs of emerging patterns. Appropriate storage is provided for medicines and first aid kits are readily available in all areas of the school. Excellent communication between staff ensures that details of pupils with allergies or other specific dietary or medical needs are well provided for.

- 4.17 The school correctly maintains attendance registers twice daily in accordance with regulations and the admission register fulfils all the necessary requirements.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The proprietor is an integral part of school life, is actively involved in all aspects of its management and has an excellent insight into the school's strengths and areas for development. An advisory group, consisting of five serving or former head teachers with a wide range of expertise and experience in education and finance, supports him in the management of the school. The proprietor has a strong vision for the future of the school and helps to make sure that it is successful in meeting its aims.
- 5.3 The proprietor has provided a high level of strategic planning, challenge and support to ensure that educational standards have been maintained and improved. Recent appointments of senior staff have been undertaken with careful attention to the specific needs of the school to provide the expertise necessary to enable the school to expand and develop. Regular meetings with these staff provide the chairman with secure information about the day-to-day educational development and management of all areas of the school community. A programme of investment to improve the standard of accommodation and a review of resourcing across the curriculum has provided staff and pupils with a bright and stimulating environment in which to work.
- 5.4 Since taking over the school the proprietor has worked closely with the head and senior staff to ensure that all statutory requirements are met. The annual review of the safeguarding policy and child protection arrangements is meticulously organised and great care is taken to ensure the safety and well-being of the pupils. Those with particular responsibilities, including the proprietor, attend the required inter-agency training with the local authority every two years

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Through dynamic leadership and dedicated management, the strongly committed senior leadership team has developed a clear focus for improvement and self-evaluation. Their clearly defined, shared aims fully contribute to the excellent quality of personal development and pastoral care, and to the academic progress of all pupils. Although the current leadership team is relatively new they have achieved much in a very short period of time. They are excellent role models for other staff by promoting a high quality of relationships and creating a strong sense of team spirit. There are clearly defined roles and responsibilities for the leadership team, which meets one of the recommendations from the previous inspection.
- 5.7 Whole-school policies are regularly reviewed and revised and these provide a secure base of information and guidance for staff. There is now a clear and realistic development plan in place, which sets specific goals for the future. A strong process of communication is now an integral part of the school; this ensures that the tracking of pupils' needs, the sharing of information and the effective monitoring of processes and procedures are secure. A high level of discussion relating to school improvement involves all staff and allows for new initiatives to be introduced in a

measured way. Strategies for improving extended writing and for developing use of ICT across the school have been embedded and are having a positive impact. A consistency of approach in marking and presentation and provision for higher achieving pupils have been identified as issues to address and policies have been put in place ready for implementation in the new school academic year.

- 5.8 In line with regulatory requirements, an effective process ensures that all staff are checked for their suitability to work with children prior to starting work at the school. Policies and procedures relating to safeguarding and welfare, health and safety are reviewed regularly and additionally when new guidance is issued.
- 5.9 Systems for staff development and appraisal are now well established and the leadership team ensures that training opportunities are linked to the individual and to the needs of the school. Training for staff in safeguarding, welfare and health and safety is comprehensive and is based on the Wiltshire model. Care is taken to update the training on a regular basis, at least every three years.
- 5.10 Systems for tracking pupils' achievements and progress are now well developed and used effectively to identify pupils with additional needs. A structure for evaluating and improving teaching has been developed and is linked to annual appraisal and training needs. Since the last inspection the school has been successful in recruiting, motivating and supporting high-quality staff. Great care is taken to ensure that all staff are trained for their roles and for meeting the needs of all pupils in welfare, health and safety. A comprehensive staff handbook and an excellent induction process ensure that all new staff are well informed about school routines, and arrangements for safeguarding. All staff have embraced the recent rapid pace of change with energy and enthusiasm. Along with the growth of the school, the demands on the leadership team have also increased and consequently present new challenges to the overall composition and roles of the team.
- 5.11 Administrative and non-teaching staff provide high levels of support for the leadership and management team and make an excellent contribution to pupils' learning and welfare. A strong sense of a happy, lively community pervades all areas of the school, which fulfils the aim of the school to provide a happy environment for all their pupils, staff, parents and visitors.
- 5.12 The quality of links with parents, carers and guardians is excellent. The overwhelming majority of parents said they were extremely happy with all aspects of the education and care their children receive and in responses to the pre-inspection parental questionnaires were particularly appreciative of the links established with leadership and management, how the school handles concerns and how they are encouraged to be involved in its life and work. Interviews with a group of parents at the school confirmed their unanimous support for the rapid pace of change the school has undergone and the positive improvements made since the change of ownership and leadership.
- 5.13 The school has a very warm and constructive relationship with parents, which underpins its aim to work closely with families and jointly support their children to achieve their potential. The head and staff are readily available to speak to parents at the start and end of the day and prompt contact is made if there is an issue to discuss. There is a clear and appropriate complaints procedure in place, which is sensitively and comprehensively followed if parents wish to proceed to the formal stage.

- 5.14 Parents have many opportunities to be involved in the work and progress of their children. Regular and helpful detailed school reports and half-termly target cards, together with parent consultations, ensure that parents are well informed of their children's progress and achievements.
- 5.15 Comprehensive information is provided for parents of both prospective and current pupils through the vibrant, attractive website, which plays a key role in ensuring that up-to-date information is always available in an easily accessible form. School news, diary dates and photo galleries are instantly available. Emails, newsletters, home/school communication books and informal daily contacts all strengthen communication and engagement with parents. The active parents' association helps foster a strong sense of community between staff and parents and organises a good range of social and fund-raising events for parents and their children. Many opportunities exist for parents to be involved in school activities and they are always welcome at class assemblies, concerts and sporting events, as well as assisting on trips and visits.
- 5.16 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. The educational programmes are excellent and wide-ranging and have a clear focus on the prime areas of learning for children under three. Older children concentrate well during teacher-led sessions, and specialist teaching in French, swimming and music adds further breadth to the curriculum. Well-resourced outdoor areas provide wide-ranging opportunities for active learning but access for older Nursery children is via stairs from the first floor, which limits spontaneous use. Children with EAL, SEND and those who are particularly able are identified early and sensitively supported. Consequently, all children make excellent progress from their varied starting points and attain the level of development typical for their age, with many exceeding this. This ensures they are very well prepared for the next stage of their education.
- 6.2 Staff have high expectations and engage and motivate the children through an appropriate balance of child-initiated and adult-led activities designed to promote active learning. Opportunities for problem solving and critical thinking, such as when Reception children devised various repeating patterns to fit on different-sized alien's underpants, create enjoyable and humorous ways to promote the skills and capacity needed to develop and learn effectively.
- 6.3 Excellent relationships have been established with parents and staff work in partnership with them to help children settle. Informative welcome packs are available which give useful suggestions on how parents can be involved with their children's learning at home and at school. Frequent opportunities arranged by the staff enable parents to view and contribute to children's learning journeys. Parents' evenings, detailed written reports and clearly formulated targets for future development keep parents very well informed about their children's achievements and progress. In response to the pre-inspection parental questionnaire and interviews, parents expressed their unanimous appreciation of the setting, emphasising how happy and safe their children feel, the caring staff and the ease of communication.

6.(b) The contribution of the early years provision to children's well-being

- 6.4 The contribution of the provision to children's well-being is outstanding. Adults are warm and welcoming and consequently all children, particularly those under three, readily form secure emotional attachments with their key person with whom they readily talk and play with.
- 6.5 Independence is continually fostered. The youngest children confidently chose resources, older Nursery children worked together to tidy up and Reception children selected words they required from word banks when writing about a recent farm visit. Children's imagination is also well promoted, for example, when groups of Nursery children role-play familiar fairy stories in a drama session outside. Behaviour is exemplary because it is consistently managed by the staff and the activities provided are so engaging.

- 6.6 From an early age, the children are helped to develop independent hygiene routines and to understand the importance of exercise and healthy eating. Children under three are sensitively helped to manage their personal needs and older children know they must wash their hands before eating. Adults are continually alert to children's dietary needs and work closely with parents and catering staff to ensure that these are met. Guidance on healthy packed lunches is also offered to the families of younger children who do not have a school lunch.
- 6.7 Excellent preparation involving parents at every level ensures that transition arrangements work smoothly and that procedures for reporting at age two are well established. Before and after-school clubs provide suitable care and activities for children who attend the school's extended provision.

6.(c) The leadership and management of the early years provision

- 6.8 The effectiveness of the leadership and management of the EYFS is outstanding. The proprietor provides strong support and works closely with the senior leadership team to comply with all safeguarding, welfare, learning and development requirements. This ensures that children are well cared for in a welcoming, safe and stimulating setting. Additional advice and expertise is also available from a designated member of the advisory board who has significant educational experience.
- 6.9 The newly appointed leadership and management of the setting are effective in monitoring and evaluating practice and establishing how improvements can be made. The recommendation of the last inspection to increase the use of ICT to enhance learning and development has been successfully implemented. Policies are regularly monitored and reviewed, ensuring safe and comprehensive procedures. Training in safeguarding, child protection and health and safety is up to date, with thorough procedures for disclosure checks. Regular appraisals ensure that training needs are clearly identified and good practice is continually evaluated and developed to the benefit of children's learning and development. Currently staff have ready access to managers to discuss issues on an informal basis, but this is not yet formalised into regular supervisions.
- 6.10 Extremely productive partnerships with both parents and external agencies ensure that children with additional needs receive all the support they need.

6.(d) The overall quality and standards of the early years provision

- 6.11 The overall quality and standards of the early years' provision are outstanding. The children's achievements and progress exceed age-related expectations in all areas of learning. Children under three make rapid progress, becoming confident communicators as they match and identify colours and talk about their experiences. Older Nursery children identify sounds and rhymes and count and order numbers to 12 and sometimes beyond. Children in Reception do simple addition and subtraction within 20 and demonstrate highly competent phonic skills when reading and writing independently.
- 6.12 Children's personal and emotional development is excellent. High levels of independence, co-operation and respect for one another are evidenced daily and behaviour is exemplary. Children with a range of specific emotional and academic needs benefit from a highly-structured process ensuring that all their needs are met, which results in every child being supported to reach their full potential. The learning

and care provided by the setting ensure that the children are safe, secure and happy.

- 6.13 Welfare and safeguarding procedures are secure and risk assessments and fire procedures are well understood. Children and their parents have great confidence in the committed and experienced staff, who work hard to provide them with a safe and happy environment.
- 6.14 The newly appointed leadership and management of the setting are highly effective at evaluating practice and establishing how improvements can be made. The recommendation of the last inspection to increase the use of ICT to enhance learning and development has been successfully implemented.

Compliance with statutory requirements for children under three

- 6.15 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.